BERKELEY LAB
LAWRENCE BERKELEY NATIONAL LABORATORY

Annual Performance Review Summary

Supervisor Guidance Sheet: Scientist & Engineer Form

The Annual Performance Review Summary combines:
- ***The employee's annual self assessment****. If an employee does not complete the self assessment, consider this factor in your performance rating.*
- ***Your annual review*** *of the employee's performance, accomplishments and progress. This should be a culmination of the ongoing performance feedback you gave to the employee throughout this performance period.*

Following are instructions for many of the supervisor sections of the form.

For Performance Year Being Reviewed

1b. Employee Goals

Recap the performance, job development, and career development goals the employee was expected to accomplish during the performance year being reviewed:
- Indicate that you agree with the goals the employee listed in section 1a, or
- Copy the goals from last year's annual performance review form ("Employee Goals" section under "For Next Performance Year") and add any updates or new goals set during the year. Look on the Annual Performance Review Website (pmp.lbl.gov) to find the link to last year's review.

Career development goals are optional. You or the employee may have initiated a conversation about career goals during last year's annual performance review conversation or sometime during the year.

2b. Performance Summary

Indicate whether you agree with the employee, and provide your own high-level narrative assessment of the employee's performance against goals and noteworthy accomplishments for this period. Focus on qualities such as:
- Productivity
- Level of initiative
- Leadership
- Coaching and mentoring skills (if the employee is a supervisor)
- Creativity
- Innovation

Recap any performance issues you discussed with the employee this year, along with any progress toward improvement and critical areas to focus on for the coming year.

3b and 4b. Areas of Strength and Areas for Development

Indicate whether you agree with the employee and add your own perspective. These sections are about *how* the employee performed, more than what he/she accomplished. Focus on a particular skill, way of doing the work or quality that enabled, enhanced or diminished performance results.

Also use this section to assess any Division competencies for the employee's position.

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5b. Safety

Indicate whether you agree with the employee, and list one to three of the employee's most noteworthy safety accomplishments. You may want to indicate whether the employee has:

- A current Job Hazards Questionnaire (or equivalent) on file in the Work Planning and Control database (WPC)
- Completed required training in the WPC and Berkeley Lab Training database
- Followed your Division Integrated Safety Management (ISM) Plan and the five core ISM functions
- Worked safely to prevent accidents at all times
- Adhered to the Lab's "Stop Work" Authority (if applicable)
- Participated in any of the Lab's personal safety training and/or employee volunteer responder programs, such as Building Emergency Team (BET) and Community Emergency Response Team

Recap any safety issues you discussed with the employee this year, along with any progress toward improvement and critical areas to focus on for the coming year.

6b-13b. Additional Areas for Evaluation

If applicable, for the sections on diversity and inclusion, service, supervision, awards, publications, knowledge and technical transfer - patents, intellectual property, software releases, talks and proposals, and diversity and inclusion, indicate whether you agree with the employee and provide evaluative comments.

For Next Performance Year

14b. Employee Goals

Indicate that you agree with the goals the employee listed, or list the following:

- *Performance goals:* two to four goals, such as research or project goals, process or service improvements, program or initiative roll-out, staff development, etc.
- *Job development goals:* skills or development the employee needs in order to achieve performance goals, such as taking a supervision course, learning new software, or leading a Division committee on a process or safety improvement.
- *Career development goals:* optional, employee-initiated goals to prepare for a desired future role, such as networking, on-the-job organizational and leadership experiences, and education and training. You may want to initiate a career development conversation with the employee to discuss what goals are of most interest.

15. Laboratory, Division or Group Goals

List the next performance year's Laboratory, Division and/or group goals that the employee is expected to support, if available and relevant to the employee's job.

Overall Rating (Drop down menu in pmp.lbl.gov)

Refer to the ratings definitions on the form to select the appropriate rating for the employee, focusing on performance over the entire review period. The following are additional guidelines:

- *Outstanding:* Use only when a culmination of results has led to achievement beyond expectation. For example, a scientist completed several years of research, resulting in publications, speaking opportunities, and awards. Or, after several years an operations professional completed a special project that had a major impact on your division.

- *Excellent:* Use only when an employee has taken the initiative to facilitate results that go beyond position expectations. Think about *how* the employee performed, not just what was accomplished. For example, an employee created a new, streamlined work process for your department, took on a leadership role that resulted in greater efficiencies, assisted others in your department to ensure overall goals were met, or formed a special committee that successfully executed key department goals. Also use this rating when an employee is relatively new to the job and still learning, but exceeding essential expectations.

- *Valuable:* Use when an employee met all expectations for the position, was dependable and accountable, and at times even exceeded expectations. Think about *how* the employee performed, not just what was accomplished. Also use this rating when an employee is relatively new to the job and still learning, but meeting essential expectations.

- *Needs Improvement*: Use when performance did not meet expectations in one or more essential areas of responsibility, or reasonable progress toward one or more performance goals was not made.

- *Unacceptable:* Use when performance is consistently below expectations in most essential areas of responsibility.

When you conduct the annual review discussion, explain that the performance rating is only one factor in salary increase decisions. If the employee wants to know what the other factors are, here are some examples you can use: how the employee's performance compared with that of his or her peers, whether the employee is paid higher or lower than the market for the position held, and the overall value of the position to the division.

Employee Comments (optional)

Conduct a brief discussion with the employee to review the completed Annual Performance Review Summary, then give the employee the option of adding comments here (in addition to what was already stated on the self assessment).